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ABSTRACT

This guide presents an overview and a set of specific tasks for the development of a local inservice education program for teachers. Accompanying documents describe a generic model for inservice education, a management scheme for developing the inservice program, and a resource guide of examples and exhibits that may prove helpful to those designing an inservice program. Topics discussed in this document include: 1) the development, implementation, and evaluation of the planning model; 2) the establishment of ownership of the inservice program, including methods of governance; 3) the setting of priorities and goals for the program; 4) the clarification of the roles and participation of the professional staff involved; and 5) the development of the inservice plan into an operating program. (Authors/LH)

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PLANNING FOR INSERVICE EDUCATION

(REVISED)

A PROCESS GUIDE

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SP 015803

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Western Washington University
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A PLANNING PROCESS FOR INSERVICE EDUCATION

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PREFACE TO REVISION OF

PLANNING FOR INSERVICE EDUCATION

Two considerations led to a revision of Planning for Inservice Education, first published in 1976:

1. Four different planning teams at four different schools tested the model under contract with Teacher Corps during 1977-78.
2. The first five-year Teacher Corps grants were awarded in the Summer of 1978. Teacher Corps required project staffs to devote the first year to planning for the events which would follow in the remaining four years of the grant.

The experiences of the four contractors revealed a number of ways in which the planning model could become more useful to others. The required planning year of Teacher Corps projects provided an unprecedented opportunity to plan for the demonstration of effective inservice education practices.

The revised model, Planning for Inservice Education, includes:

A. Monograph - a discussion of the generic principles for effective inservice education planning.

B. Process Guide - a set of activities which planners and clients of an inservice education program might follow to develop an effective plan. (This part is revised and expanded.)

C. Management Guide - responsibilities of key personnel, critical

events during the planning period and a management blueprint. (New section.)

D. Resource Guide- selected exhibits which illustrate practices or products developed by local teams. (New section.)

E. Slide-tape Presentation - a device for presenting the model to potential clients (optional). (Revised)

PREFACE

The importance of the continuing education of teachers is difficult to exaggerate. The reports of national and state examinations imply that the quality of teaching has done little to offset the advantages some pupils have over others by virtue of their home backgrounds. Children in schools serving wealthy families do better on national examinations than children from schools serving poor families*. The differences between these populations seem relatively stable from year to year. Furthermore, the massive efforts of compensatory education programs have done little to modify this general finding. Apparently the national effort in the '60's and '70's to educate a new generation of teachers with advanced techniques for implementing learning had little impact upon a growing and subtle elitism in American education.

Now, in 1976-77, teachers are staying in the profession longer. In the '50's and '60's a new teacher, on average, left the profession after fewer than three years of practice. In addition, fewer new teachers enter each year. For the first time in many generations of school children there is a chance to affect the education of children through a national effort to upgrade the performance of the teachers who presently manage today's classrooms, and in all likelihood will continue to manage classrooms for a considerable period of time. It is still possible, optimists among educators believe, to help teachers make a difference in the intellectual and social growth of children from all the homes in the nation.

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* For example, 1976 test results in basic skills for all fourth grade pupils in the State of Washington seem to support this observation.

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But there appear to be no principles or guidelines for effective inservice education! Inservice education has no tradition, no recognized pattern of orderly and continuing development of professional teaching skills. The fact that there was a Request for Proposals which resulted in this Planning Process for Inservice Education supports the observation that educators who would increase their efforts to improve the performance of teachers have no significant body of knowledge available to guide their planning.

This model for a Planning Process for Inservice Education represents the best thinking over a period of six months of a group of teacher educators in western Washington State. The process of developing the model had these stages:

1) After the Contract was negotiated, a staff was recruited--a Design Team, a Panel of Consultants, and a faculty of a public school to field-test the product of the Design Team.

2) The Design Team reviewed the available literature on inservice education.

3) The Design Team prepared a set of "principles for effective inservice education", gleaned from the literature. The Panel of Consultants reviewed the list and recommended revisions.

4) The Design Team developed a tentative model for effective inservice education based upon the revised principles. The Panel of Consultants also reviewed this tentative model. There was surprisingly little disagreement among the members of both committees.

5) The Director of the Contract presented the model for effective

inservice education to a committee of the Amercian Association of Colleges of Teacher Education, at the committee's invitation. The presentation was one of five. It was the Director's impression, shared by the AACTE committee, that the five presentations of inservice models represented programs that were quite different but effective in their different ways for their own constituents. There must be more than one model for effective inservice education, and these different models may well be radically different.

6) This observation was the turning point for the Western Washington team. The team viewed the model they had devised as one of several possible models, rather than the one to be proposed as the product of their contract with the U. S. Office of Education. The Design Team set about the task of developing a process for models with variable standards for effectiveness.

7) The key for the Planning Process developed by the Design Team, is a rigorous exercise by the local participants leading to a definition of the purpose for their inservice education program. There may be differences among effective inservice programs, but these differences must reflect local values concerning the further education of teachers.

8) The new approach was presented to ten directors of Teacher Corps projects. They analyzed the process both as to its content and as to its feasibility for local implementation.

9) The Panel of Consultants was enlarged to include three more classroom teachers, selected by the professional organizations. The expanded panel then criticized the Planning Process.

10) The revised Planning Process was tested by 30 elementary teachers, the staff of one elementary school. The teachers simulated the steps through which a local faculty would proceed in order to develop a specific inservice plan.

11) Final revisions were made in the documents and in the slide-tape presentation.

The Western Washington State College team believes that this model of a planning process is useful and has wide applicability. The team doesn't know, of course, that the process is really valid, and won't know until team members have analyzed the results of this planning process in several situations. We foresee changes in the process, but we present this as the product of our contract with the U. S. Office of Education, Teacher Corps, with a sense of professional satisfaction from what has been a challenging task for a significant national purpose.

Herbert Hite
December, 1976

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CHAPTER I

INTRODUCTION

This guide provides an overview and a set of specific tasks for the development of a local inservice program for teachers. Accompanying documents describe a generic model for inservice education, a management scheme for developing the inservice program, and a resource guide of examples and exhibits that may prove helpful to those designing an inservice program. The combination of the four documents provides a framework for developing a comprehensive plan for inservice education which is site-specific.

Although considerable detailed information and recommendations are made in this process guide, the inservice plan which will be developed from the guide will be based on local conditions,

priorities, and constraints. The procedures may at first seem prescriptive, but they are merely a means to get the local planners to address the critical issues and decisions. The primary function of the tasks described in this guide is to assist the local planners in articulating the fundamental principles and guidelines for the development of their own inservice program. The primary intent of the guide is to assist the planners in preparing a step-by-step procedure, from a variety of alternatives, that will lead them to the site specific inservice program.

These materials have been prepared under a grant from Teacher Corps. Some of the accompanying documents make specific reference to the Teacher Corps Program. Although this guide was prepared for use by Teacher Corps projects, it has been written as if it were to be used by any school or school district independent of federal funding.

The Planning Model

The materials as presented in this guide assume that the school or school district that wishes to use the materials is willing to take several months to a year in planning their inservice program. Those in position to control the resources and/or participation in the inservice program form a policy board which has control over the inservice program. This policy board then selects appropriate individuals from their own constituencies to serve on a planning committee. The planning committee should be representative of all who are to be affected by the

inservice program, and more than likely have a majority of its members from the professional staff. This is a local option, and it would be up to the policy board to decide.

The planning committee then consults with the professional staff about their experience with previous inservice programs, and what they might consider an adequate definition of inservice education and how they think an inservice program should be managed.

With these ideas in mind, the planning committee examines priorities and constraints that might affect the local program, and then they recommend to the professional staff a set of guidelines for the local inservice program.

If the professional staff agrees to the inservice guidelines, the guidelines are sent to the policy board for ratification. Meanwhile the professional staff has the opportunity to make recommendations with respect to their own role in the program to be developed.

Once the guidelines have been approved, and the teachers' role clarified, one or more task forces are organized by the planning committee to develop specific plans for components of the inservice program that will meet specific goals or priorities stated in the guidelines.

The task forces report to the planning committee. The planning committee prepares recommendations for the policy board. The professional staff review the recommendations. The recommendations are sent to the policy board, and if accepted, the inservice program is implemented.

There are, of course, many variations in the steps that may be taken in the planning sequence. The "Management Guide" which is part of the total planning package suggests some alternatives, and expresses some concern for certain critical decisions steps.

It is important to understand, no matter what sequence of events are agreed to, that certain groups or individuals control the needed resources. Without these resources, an inservice program will not be successful. It is equally important to keep in mind that those who are to be affected by the program will need to establish some ownership in the program by participating in the planning.

It is possible, and very likely, that in some circumstances the policy board and the planning committee would be the same individuals. In other settings, the planning committee and the task force(s) would be the same. It may be that in a very small school, all three groups would in fact be a single committee made up of the professional staff and other appropriate representatives of participating organizations or agencies.

Roles and Responsibilities

For purposes of illustration, we will assume the most general form of the planning model in which there is a policy board, a planning committee, and task forces. As stated above, local conditions will suggest alternatives to this organizational structure, and those who are considering implementing the inservice model should not look on

the suggestions that follow as being necessary or required in order to use the planning process. It is highly recommended that before the planning process is initiated at the local school level, that the roles and responsibilities of the different groups, whatever the groups may be, have clearly defined roles and responsibilities.

Policy Board: The policy board might have the following responsibilities:

1. To select the members of the planning committee.
2. To hire any additional staff members or consultants.
3. To provide guidance and direction to the planning committee.
4. To review and approve the "Guidelines for Local Inservice Education."
5. To select members for all task forces.
6. To review and approve the "Inservice Plan."
7. To review and approve the inservice budget.
8. To conduct an evaluation of the inservice program.

Planning Committee: The planning committee might have the following responsibilities:

1. To conduct workshops and/or seminars to provide for input from professional staff.
2. To conduct a local needs assessment.
3. To prepare the "Guidelines for Local Inservice Education."
4. To recommend membership for task forces.
5. To organize the task forces.
6. To prepare the "Inservice Plan" based on the recommendations of the task forces.

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3. To prepare the "Guidelines for Local Inservice Education."
4. To recommend membership for task forces.
5. To organize the task forces.
6. To prepare the "Inservice Plan" based on the recommendations of the task forces.

7. To implement the "Inservice Plan" after approval by the policy board.

Task Forces: The task forces might have the following responsibilities:

1. To develop specific objectives for the general goals and priorities of the school(s).

2. To recommend specfic instructional programs to meet the objectives.

3. To design alternative instructional programs to meet the needs of all the professional staff.

4. To develop a plan for the logistics of the inservice component.

The above lists of responsibilities are not to be considered comprehensive nor exhaustive, but they do represent what the responsibilities might reasonably be under the planning model. The local planners will undoubtedly add and subtract items, and/or move items from one list to another, to meet local needs and consideration. This is to be encouraged.

Strategy for Implementation

As reviewed by the authors, there are essentially four stages in the development of the inservice plan. They are:

1. Establishing Ownership of Inservice Program
2. Setting Priorities and Goals
3. Clarifying Professional Staff Participation
4. Developing the Inservice Plan

Each of the stages is identified with a particular role group, and there is a series of tasks that are to be performed. The planning

committee, perhaps with the advice of the policy board, will have to decide on the actual sequence of events. They may in some cases assign the task as recommended, but in others select a different role group. It is highly recommended that none of the tasks be ignored in the planning process, but the planning committee is certainly free to do what it thinks is best. The planning model and the implementation strategy are not to be taken as prescriptive; the local planners should critically review each step in their planning do what makes best sense to them considering the local conditions.

There are a total of fourteen (14) tasks in the process guide. Most of the tasks have more than one possible procedure that could be used. In no case is a single procedure recommended. The decision as to which of the options to select will for the most part be up to the discretion of the planning committee. There are several ideas that the planning committee should keep in mind in selecting the options or in re-assigning the tasks to different role groups.

One idea that permeates the literature on inservice education is that teachers tend to favor a highly individualized approach to career development. Reasearch has indicated that teachers are most likely to benefit from inservice training if they are part of the decision-making process rather than merely recipients of a preplanned program. Whenever the choice is between the professional staff completing a task, or someone doing it for them, the former is preferred.

Collaboration is equally important. All decisions should be made only after all the partcipants have had ample opportunity to consult

with their constituencies. The development of a comprehensive inservice program is as much a political as it is a professional activity. The planners must be sensitive to the role of communication in the collaborative decision making process.

Plan for Evaluation

The development of an inservice plan would not be complete unless there was some scheme or method for evaluation. The planning process suggests that each plan will be site-specific, and therefore it seems unlikely that a single evaluation instrument would be useable.

There are several ways the planning committee might approach the problem of evaluation. The most obvious indication of the merits of the plan will be the vote of the professional staff and the policy board. The planning process suggests that the plan must receive the approval of both groups. A vote of confidence by either group is significant, but it does not give any useful information on how the plan might be improved.

In the "Monograph" which accompanys this guide is a discussion of sixteen criteria that might be used in evaluating an inservice plan. They can be used as the basis for a criterion referenced evaluation instrument that can be site-specific, and at the same time, respond to the general issues that should be addressed in an evaluation.

The procedure that is going to be suggested for the evaluation

plan is based on the work of Hammond[1]. He suggests that it is possible to systematically generate criterion questions or indicators that can be used to examine general criteria.

The criteria questions or indicators are validated, or invalidated, in the first step of the evaluation. Those questions or indicators which are considered valid by the respondent are then weighted according to their importance. After being weighted, the items are rated on a scale. For our purposes, we will deal with criteria questions and illustrate the process.

A possible criteria question might be:

> Did each of the certified teachers have an opportunity to participate in the discussion of the definition of inservice education?

A respondent who was asked this question would first have to decided whether or not the question was valid for purposes of evaluating the plan. If in his/her judgement it was not, the question would be checked as invalid, and it would be excluded from any further consideration by that particular respondent.

If the respondent indicated that the question was valid, he/she would then weight the question according to its relative important on a scale of 1 to 3. The next step would be to actually rate the question on a scale from 1 to 10. The value for any one question becomes the product of the weight times the rating. The value can be compared with the maximum value considering the weight time the maximum rating.

If the criterion questions are tied to specfic criteria, as they

[1]Robert L. Hammond, Principles and Procedures of Documentation and Evaluation, in Program Documentation and Evalulation, Peter J. Grey (ed.), The Far West Teacher Corps Network, Bellingham, Wa.,1978.

should be, then it is possible to sum up the values of questions related to the same criteria and compare them with both the maximums for the criteria and the percentages across criteria.

This process may seem very cumbersome, but it does provide some representative quantitative data on different aspects of an inservice plan. An example of an evaluation instrument using this procedure can be found in the "Resource Guide" that is part of the materials prepared for the planning process.

The value of this procedure is that those questions or indicators which are not appropriate to a particular site are excluded from the scoring and tabulation because they would be judged to be not valid.

A better procedure for using the evaluation design is to have the participants prepare their own criterion questions or indicators. This could be done as a separate task or as an on-going segment of each of the fourteen tasks suggested in this guide.

The authors prefer the later approach, and have concluded each task with an evaluation exercise which should generate some criteria questions or indicators. To assure the review of specific criteria, some indicators are included in each exercise. The respondents are asked to comment on the indicators provided, and then to suggest some of their own. By this procedure, it should be possible to develop a large list of site-specific indicators that would be far superior to the general indicators used in the example in the "Resource Guide."

For the convenience of the planning committee, a blank form that could be used to prepare an evaluation instrument using this scheme is provided in Appendix A.

It is the responsibility of the Policy Board and/or the Planning Committee to decide on the procedure for developing the evaluation of the inservice plan. It is highly likely that the task would be one that would be assigned to an individual or small group from either the Policy Board or the Planning Committee.

CHAPTER II

ESTABLISHING OWNERSHIP OF INSERVICE PROGRAM

The Planning Committee will be responsible for seeing to it that the school faculty has ample opportunity to provide input and direction to the planning for inservice. It is highly recommended that the Planning Committee obtain the necessary input through a series of five tasks.

It is the purpose of these tasks to not only provide information to the Planning Committee, but more importantly, to establish in the minds of the teachers that they will have an active role in the development of their own inservice program. It is important not only to establish a plan for inservice, but it is equally important that the teachers feel that it is <u>their</u> plan. The teachers should feel that they have the major vested interest in their inservice program; they should feel that

they are the owners.

The tasks described for teachers that follow should help establish the attitude of teacher ownership. The following five tasks are described in this document:

Task I: Definition of Inservice Education

Task II: Review of Previous Inservice Programs

Task III: Governances

Task IX: Defining Teachers Role

Task X: Incentives

The first three tasks are done prior to the establishment of the "Guidelines for Inservice Education". The latter two are completed after the teachers have had an opportunity to respond to the initial draft of the guidelines.

TASK I: DEFINITION OF INSERVICE EDUCATION

Participants: Professional Staff

Overview:

The overriding purpose of this task, and the other tasks assigned the teachers in the planning process, is to establish with the teachers that they are not only the client of the inservice program, but that they are the principal owners. An inservice program will only reach its maximum effectiveness if the teachers feel that they have control and are actively involved in the development.

It is not possible for each and every teacher to assume the same roles, nor the same level of participation in the planning process, but it is possible to see to it that their ideas are heard and their concerns attended to. The first task then is an attempt to get them thinking about planning their own inservice program; an inservice program that is unique to their own local setting.

The product looked for at the end of the first task is a definition of inservice education which is acceptable to the teachers.

To have a group of teachers agree on a definition of inservice education might seem like a trivial task. Most teachers have been involved in some form of inservice education, on a regular basis, since receiving their initial certification. Experience has shown that the teachers' perception of what is and what is not inservice education has a wide variance among the faculty of even the smallest schools. More often than not, teachers have operationally defined inservice education to meet their personal needs, or have allowed the local school district to coopt the term as a label for training to meet their own administrative concerns.

Seldom is the question raised as to what might be an acceptable definition of inservice education. It does seem like a likely spot to begin, if a group of teachers are going to plan an "inservice program". The term must be used in a consistent way, and the definition should provide some insight into the purpose for which the inservice program is being planned.

The immediate goal of the activity is to have the teachers utilize some of their group problem solving skills to reach a consensus on a definition of inservice education. The Planning Committee for inservice education will decide on the procedure that will be used to reach consensus, but the end product in every case should be a definition of inservice which will be used as a reference point in the planning of the inservice program.

Procedure:

There are a number of ways to address the question of defining inservice education. The Planning Committee must select the procedure that they think is most appropriate to their teachers. The exchange of ideas and information among the professional staff is important; as is the realization that the definition that is agreed upon will have a significant effect on the inservice program. It is not essential that all the teachers agree on the same definition at this point in the planning process, so the Planning Committee should not feel that it is necessary to come to closure.

It would seem to be inappropriate for the Planning Committee to suggest a particular definition to the staff because there is a need at

the very beginning to have the staff feel that they will play a significant role in the planning process.

The Planning Committee can prepare its own procedure, or it could consider one of the following:

a. The professional staff could be shown the sound filmstrip "Inservice Education Planning Process: An Introduction," and then break up into groups of six to ten people and respond to the worksheet that is provided - Worksheet Ia.[1]

b. After a brief introduction to the wide variation in definitions of inservice education which appear in the literature, the professional staff would be broken up into groups of from 6 to 10 people. Each person would be provided a copy of a list of five or more definitions of inservice education - Worksheet Ib - and they would be asked to prepare an acceptable definition. The groups would report back to the main group, and the definitions agreed upon in the groups given to the Planning Committee for further clarification.

c. The professional staff would be provided with one or more selected readings prior to a meeting. At the meeting they would be broken up into small groups to discuss the issues in the reading, and its implication for local inservice education. One of the members of the Planning Committee would probably be a facilitator for each group. Each group would be asked to come to consensus on a definition that might be applied to their own inservice program. Some recommended readings are listed below.

Evaluation

As explained in the introductory chapter of this guide, some evaluation design is necessary for the planning process. The one to be initiated here involves having the professional staff react to some

[1]Note: The filmstrip is available from the Western Washington University Teacher Corps Project, Western Washington University, Bellingham, Wa., 98225, at no cost.

specific indicators of a good inservice program.

The worksheet provided - Evaluation Worksheet I - should be adequate to the task, but, because this is the first time this type of activity is being done, some brief discussion of the overall process might be in order.

The discussion should be brief, and the time taken to complete the worksheet should be less than fifteen minutes. Some discussion will be useful, but care must be taken not to allow the total session to extend beyond an hour and a half.

The Planning Committee will be responsible for collecting the worksheets and seeing to it that they are given to the appropriate individual or group that will be developing the evaluation instrument.

Selected Readings

Re-Examining the Definition and Scope of In-Service Education, David Marsh, in Cultural Pluralism and Social Change, ISTE Report V, Prepared by the National Center for Educational Statistics and Teacher Corps, 1976, pp. 89-114.

The paper explores some of the current definitions of inservice education, and shows how the definitions raise some issues regarding the scope and end products that might be expected. The paper then explores what various writers have said about the purposes and end results of in-service education.

Definitions of Inservice Teacher Education, in the Literature on Inservice Teacher Education, ISTE Report III, A. Nicholson and B. Joyce, Prepared by the National Center for Educational Statistics and Teacher Corps, Palo Alto, Ca., 1976, pp. 79-90.

This paper begins with a review of what might be considered intuitive

definitions of inservice education, and then suggests that definitions of inservice education should include answers to the following questions: When? What? Where? By Whom? For Whom? Through Whom? Why? and How? These are not unlike the questions that are raised in this process guide.

The Varieties of Inservice Teacher Education, (Same source as above - ISTE Report III) pp. 4 - 32.

This paper suggests that inservice education might be viewed in terms of five general modes, or contexts: (1) job-embedded, (2) job-related, (3) credential-oriented, (4) professional organization-related, and (5) self-directed. Viewing inservice education from this perspective raises a different set of issues and questions.

WORKSHEET Ia: DEFINITION

The filmstrip and discussion that preceded this activity attempted to describe some meaningful and relevant inservice programs that might be possible to develop at your school. A major notion of the planning process is that the teachers must plan their own programs, and that it should not be imposed from outside.

There is a wide range of definitions of inservice education. In the filmstrip you had the opportunity to hear and see at least three (good) inservice programs which used different definitions. The purpose of this activity is to try to establish a definition that would be appropriate to your school within the constraints, agendas and mandates of the participating agencies.

Groups of six to ten teachers will perform this activity. If the facilitator has not done so already, he will soon break the faculty down into appropriate groups. At that time you will be free to discuss the definitions that are presented below and try to come to a consensus within the group on a definition that will be appropriate for your own inservice program.

If there is no general agreement, then the group is asked to recommend a definition that they would find appropriate. This definition can combine elements of the definitions presented, or it can be a completely new composition.

The three definitions discussed in the filmstrip were:

1) Activities for teachers designed to meet the specific needs of pupils.

2) Any activity pursued by a teacher that relates to his/her professional development.

3) Activities designed to meet the needs of teachers in their primary role as instructional leaders.

After discussing the definitions, each group will try to come to a consensus on which of the definitions would be best for the local inservice program.

Some time will be provided for discussion between groups before one copy of the second page of this worksheet is collected from each group.

WORKSHEET Ia: DEFINITION

Page 2 of 2

Our group of _____ members agreed that definition 1, 2, 3, would be the best for the local inservice program.

OR

Our group of _____ members did not prefer one of the three alternatives suggested and would like to propose the following definition:

_____

_____

_____

_____

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_____

Note: one copy of this sheet will be collected from each discussion group.

WORKSHEET 1b: DEFINITION

Currently there is a wide variety of definitions of inservice education being used in our public schools. It is not uncommon for a discussion of inservice education to be very misleading or hard to follow because the participants are working on the basis of experiences which lead to very different concepts of the term inservice education.

For this exercise we would like to have people in groups of between six and ten people, and each group should spend some time discussing the merits and disadvantages of each of the following definitions of inservice education:

1. All activities engaged in by the professional personnel during their service and designed to contribute to improvement of the job.

2. Inservice education of teachers is commonly understood to include the collegiate and school based programs of professional study and work in which the teacher is involved after he has been certified and employed.

3. Planned activities for the instructional improvement of professional staff.

4. Any professional development activity that a teacher undertakes singly, or with other teachers after receiving her or his initial teaching certification and after beginning professional practice.

5. Any activity for teachers designed to meet the specific needs of the pupil.

If the group can agree that one definition is the best, they should let it be known to the person conducting the session. If there is no agreement, then the group should write its own definition and submit it to the facilitator.

EVALUATION WORKSHEET I: Definition of Inservice Education

The purpose of this worksheet is to provide you with the opportunity to review and suggest some criteria for an acceptable definition of inservice education. These criteria, or indicators, will be used at a later date to evaluate the inservice plan being prepared for your school or school district.

The following are indicators that might be used in a review of the definition of inservice education:

1. Each member of the professional staff that might be affected by the inservice program had an opportunity to participate in the process of defining inservice education.

2. The definition of inservice education arrived at as part of the inservice plan is acceptable to all participating groups.

3. The definition of inservice education proposed in the inservice plan does not preclude some professional activities which might be beneficial.

4. The definition of inservice education is clearly and unambiguously stated.

Keep in mind, you are not being asked to respond to these items at this time, but rather do you think they should be responded to at the time the actual inservice plan is presented for review and approval. Please comment on the four indicators.

_____

_____

_____

_____

_____

Would you suggest some additional indicators, or substitutes for the four mentioned above?

_____

_____

_____

TASK II: REVIEW OF PREVIOUS INSERVICE

Participants: Professional Staff

Overview:

The haphazard way in which teachers have attended to their professional growth in the past has left many of them with a distorted view of the possible sources for improving their professional competencies. A key purpose for the following activity is to make the teachers more aware of the entire spectrum of inservice opprotunities that might become available to them.

In addition to the increased awareness, it is hoped that the Planning Committee will also be provided with some information on the type of in-service programs that have been successful in the past. Equally important is to identify those programs or procedures which might generate a negative response because of the teachers' previous experience.

The overriding consideration of the activity is the same as Task I: the teachers must come to realize that they will be provided with an opportunity to make their contributions to the planning process, and that they will be the "owners" of the inservice program.

There is no particular background needed for this activity. Every effort should be made to insure that teachers do not simply respond to the term "inservice" in the very restricted way that it's used in some school districts. Frequently, the term inservice is used to cover only those activities which take place on days set aside for teachers as part of the regular school calendar.

Of course, there will be some first year teachers who have not been involved in any learning experiences since graduation, and there may be

some very experienced teachers who have not participated in any formal programs in recent years. The responses of either group may not be particularly helpful to the planning committee on this task.

Procedure:

As in Task I, there are a variety of ways that the information may be obtained. The following are suggested as possible alternative activities for Task II:

a. The professional staff is arranged into groups of between 6 and 10 individuals. They are provided a few minutes to discuss the best and worst inservice programs they have participated in, and then they are asked to complete Worksheet 11a. The worksheets are collected and analysed by the planning committee.

b. The professional staff uses the materials developed by the Washington West School District inservice Project. Resource Guide for Inservice Teacher Education, Washington West School District, Vermont and Teacher Corps, 1977, pp. 12-21.

c. Teachers would be provided with a listing of various types of inservice programs - Worksheet IIc - and they would be asked to indicate which they have had the best experience with and which the worst.

d. The professional staff would be given an appropriate reading on types of inservice prior to the meeting. At the meeting they would discuss the merits of different kinds of inservice program based on their own experience. Some recommended readings are listed below.

Evaluation:

The format for the evaluation is the same as in Task I. The professional staff completes the evaluation worksheet at the end of the session in which they did Task II.

Selected Readings:

Relationships Between Certification and "In-Service Education", J. Alden Vanderpool, in Rethinking Inservice Education, Roy A. Edelfelt (ed.), National Education Association, Washington, D.C., 1975, pp. 56-64.

The author discusses some of the incentives for inservice education and the conditions under which teachers develop their own careers. He stresses the need for more constructive and more personal responsibilty in the inservice program for teachers.

Creating Organizational Structures for the In-service Training of Teachers, Marilyn Nelson, in Cultural Pluralism and Social Change, ISTE Report V, Prepared by the National Center for Educational Statistics and Teacher Corps, 1976, pp. 71-84.

The author suggests some of the different models that seem to be used in the development of inservice education. The notions should suggest to the professional staff that they have been exposed to a variety of kinds of programs, and that some have been better than others.

WORKSHEET IIa: PREVIOUS INSERVICE PROGRAMS

Every teacher participates in some form of inservice or professional development activities. In the planning of any new program it is important to know what is presently being done. Your experiences in the past and what you think about them will be important data for the planning committee.

Below are listed a variety of inservice or professional activities that you may have participated in. Consider only the past five years. In as many categories as are appropriate, label any activity and state two or three outstanding characteristics. For example, Textbook Adoption Workshops: Math ('74), necessary, follow up needed, well done.

Some teachers may have more than one activity under a particular type. They should use the extra spaces provided on the second page. These same spaces can be used for types of activities that are not listed.

Type of Activity	Label	Outstanding Characteristics
Local Inservice Workshops	_____ ;	_____
Faculty Meetings	_____ ;	_____
Curriculum Meetings	_____ ;	_____
Evening Classes	_____ ;	_____
Afternoon Classes	_____ ;	_____
State Inservice Workshops	_____ ;	_____
Educational Television	_____ ;	_____
Professional Meetings	_____ ;	_____
Inservice Day Institutes	_____ ;	_____

WORKSHEET IIa: PREVIOUS INSERVICE PROGRAMS

Page 2 of 2

Type of Activity	Label	Outstanding Characteristics
Teacher Manuals	_____ ;	_____
Professional Magazines	_____ ;	_____
Independent Reading	_____ ;	_____
Textbook Adoption Workshops	_____ ;	_____
_____	_____ ;	_____
_____	_____ ;	_____
_____	_____ ;	_____
_____	_____ ;	_____
_____	_____ ;	_____
_____	_____ ;	_____
_____	_____ ;	_____
_____	_____ ;	_____

Comments:

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WORKSHEET IIc: PREVIOUS INSERVICE PROGRAM

Most teachers have had some recent experience with inservice education. In some cases it has been a very rewarding experience; while in others it may have been a waste of time. We would like you to look over the following list of types of inservice programs, and then check off those that you have had good experience with in the past five years. You can indicate a favorable experience with a "+".

We would then like you to go back through the list again and indicate with a "-" those kinds of inservice education that you have experienced that have not been worthwhile. It is possible that some items on the list may be given both "+" and "-" because of different experiences under the same format.

Please leave all items that do not apply to your own experience blank.

_____ 1. On-campus College Course

_____ 2. On-site College Course

_____ 3. College Sponsored One Day Workshop

_____ 4. School District One Day Workshop

_____ 5. Professional Organization One Day Workshop

_____ 6. Presentations at Faculty Meetings

_____ 7. Organized Field Trip

_____ 8. Summer School Courses

_____ 9. An Exchange Program

_____10. A Self Study Program

_____ 11. A Statewide Conference

_____ 12. A Professional Meeting

_____ 13. Informal Discussions with Local Teachers

_____ 14. Discussions with School Administrators

_____ 15. Discussions as a Result of Formal Class Observation

_____ 16. A Presentation by an Outside Consultant

_____ 17. A Presentation by a Local Consultant

_____ 18. A Training Session by a Curriculum Consultant

_____ 19. A Seminar by an Authority On a Special Topic

EVALUATION WORKSHEET II: PREVIOUS INSERVICE

As in the previous evaluation of the definition of inservice, we would like you to review some statements which might be used later to evaluate whether or not the review of previous inservice programs was satisfactory for the purposes of providing a new inservice program.

The following statements, or indicators, might be used:

1. Some aspects of our previous inservice programs that were successful were retained.

2. Some aspects of our previous inservice programs which were unsuccessful were changed.

3. The proposed inservice programs respond better to the identified needs than the old inservice program.

4. The proposed inservice program has had greater participation in the planning phase than previous inservice programs.

5. Both the possible benefits and liabilities associated with the proposed inservice program as compared with previous programs had been sufficiently discussed.

6. The content of the proposed inservice program is more consistent with school needs than previous inservice programs of a similar nature.

Again, keep in mind, you are being asked to consider whether or not these expressions or statements might be used at some later date to evaluate the proposed inservice program. They are being suggested at this time to increase the planners' awareness of what they should be working towards. Your comments about the indicators are welcomed.

_____

_____

_____

Would you suggest one or more additional, or substitute statements for those suggest above.

_____

TASK III: GOVERNANCE

Participants: Professional Staff

Overview:

Teachers, like anyone else, are concerned about who will be making the decisions that will affect them. It is easy to understand that when any change is anticipated, that individuals will be anxious to know what they will be able to control and what will be beyond their control.

Teachers have repeatedly been put upon by those who think they know what is best for teachers; whether it be the local school board, their administrative staff or the faculty of a local college. If an inservice program is to be entered into with enthusiasm and support from the professional staff, they must understand that they are going to have a significant voice in the decision making process. To that end, the following activity attempts to obtain from the teachers their understanding of the decision making process in their present inservice program, and to ask them what kinds of changes might be attempted or at least held as a long range goal.

It is assumed that in the final analysis the teachers will be reasonable and accept the contraints that might already be in place due to local policy, state law or federal guidelines. It is also assumed that the decision making process in many schools may only be judged as arbitrary and capricious and that the teachers could readily be full participants. The activity or task should provide them with an opportunity to express their concerns.

It would be impractical to review all the inservice activities that a group of teachers might have participated in in the past few years. The idea of the task is to get them to express their concerns, so that

they can be kept in the minds of the Planning Committee. Teachers should be cautioned that they are not evaluating the content or the methods of previous inservice programs, but that they are being asked about who has been determining the content and the methods, and should there be a change.

This task might be done without discussion or group interaction, but that is a decision that is up to the Planning Committee.

Procedure:

It is recommended that this task be done quickly without a long period of discussion. It is thought that in many cases, opening the topic to discussion will only bring out a series of standard complaints and gripes without a mechanism for reaching closure.

The following procedures are recommended to the Planning Committee for their consideration:

a. At the conclusion of the session on workshops in which Task II was completed, the teachers would be asked to spend a few minutes completing Worksheet IIIa before leaving the group. They should be told that the Planning Committee is particularly concerned about the decision making process for their inservice program, and that the responses will assist them in establishing task forces to develop the specific components of the anticipated plan.

b. An alternative to "a" would be to distribute the worksheets and have them returned at a future date. Although the forms themselves are to be anonymous, a checklist might be provided at the collection point to insure maximum returns.

c. An alternative worksheet (Worksheet IIIb) has been provided for those who would prefer to address the notion of roles in decision making more directly The checklist might be used in the same way as described in "a" and "b" above.

Evaluation:

An evaluation worksheet is enclosed. It would be done at a convenient time depending on the choice of procedure for Task III.

WORKSHEET IIIa: GOVERNANCE

Teachers are becoming increasingly sensitive to their need to be part of the decision making process in the development of inservice programs. The Planning Committee would like to have some specific information about your concerns and priorities with respect to the make up of the task forces which will plan the specifics of your inservice program. In particular they would like to have you recall some of your previous experience and project how it might be changed. Would you answer each of the following questions.

1. In the past, who did you perceive as the individuals or groups that determined the content and the methods for your inservice education? You may have to specify different forms of inservice or activities.

2. Considering what has already been said about the planning process, and how you might become part of the inservice program being developed, who do you think should be part of the task forces, and what should be their roles? [Respond in terms of role groups, not specific individuals.]

WORKSHEET IIIa: GOVERNANCE

Teachers are becoming more sensitive to their role and the roles of others in determining their inservice programs. The decision making process is critical to any inservice plan, and the Planning Committee would like to have a record of your concerns as to the roles that will be played by different types of individuals in the task forces which will develop the specific inservice components. With that in mind, we would like you to characterize the part played by some role groups in your previous inservice programs (Column 1) and then to describe how you might want that same role group to function in the inservice program that is being planned.

	Previous Inservice	Planned Inservice
Teachers		
Principals		
Curriculum Coordinators		
Parents		
Superintendent		
Consultants		
College Faculty		
District Specialists		
School Counselors		

EVALUATION WORKSHEET III: Governance

What would you think of the following being used as indicators of whether or not an inservice program was properly governed:

1. The inservice plan clearly stated the roles and responsibilities of all professional staff, including aides, principals, and school administrators.

2. The key positions in the inservice program are not dependent on outside funding.

3. Each of the groups affected by the inservice plan had at least one member on the planning committee.

4. Each of the groups affected by the inservice plan had representation on the Policy Board.

5. The inservice plan required endorsement by each of the participating groups prior to implementation.

6. The teaching staff had the major responsibility for implementing the inservice program.

Comments: _____

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Would you suggest some additional indicators: _____

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_____

CHAPTER III

SETTING PRIORITIES AND GOALS

The first major responsibility of the Planning Committee is to prepare a set of guidelines for the inservice program to be developed under the Teacher Corps grant. These guidelines are to reflect the input from the professional staff of the participating schools, and the mandates, needs, and goals which are to be determined through a series of tasks recommended for the Planning Committee.

These tasks will be described in detail on the pages to follow. It is anticipated that local conditions and concerns will lead to modification of the tasks, but it is highly recommended that none of the tasks be ignored completely.

The final product of the four tasks will be a set of guidelines which should be consistent with local, state, and national mandates and requirements and which will take into account the needs and priorities of the local agencies and groups.

The following are the five tasks described in the Chapter:

Task IV: Priorities, Requirements, and Regulations

Task V: Needs Assessment

Task VI: Long and Short Term Goals

Task VII: Resources

Task VIII: Local Inservice Guidelines

TASK IV: PRIORITIES, REQUIREMENTS AND REGULATIONS

Participants: Planning Committee

Overview

The Inservice Planning Process is based on a collaborative model in which each of the participating agencies or groups has equal input and authority. It is important to understand that each group has its own agenda supported by a set of priorities, requirements and regulations. These agenda cannot be ignored in the planning process, and if possible, they should be clearly articulated early in the development of the plan.

The collaborative approach requires that a certain amount of good faith exists between the participants. Admittedly, this may take time to develop, but without it, it may take a long time to reach consensus on even the trivial aspects of the inservice plan.

Members of the planning committee must respect views and opinions of other members of the group. Members are representing particular constituencies, and they are responsible to these constituencies. In many cases, they are required by law or policy to maintain a particular position on an issue. The use of school funds, for example, is usually restricted to very specific areas, and often not for retraining teachers. State law or local policy will surely affect the budgeting process.

This is not mean that the Planning Committee should not try to change those requirements which will hinder the development of an effective inservice program. Quite the contrary, one of the hopes is that new and innovative changes will be forthcoming as a result of the planning. Change is actually encouraged, but it needs to be done in such a manner as to insure acceptance and cooperation. Often it is possible to have a priority set aside, a requirement waived, or regulation made exception to for a particular purpose, if it can be established that it is for good reason, and that the effect will be suitably documented and evaluated.

Procedure

The key to the planning process is to have knowledgeable people on the Planning Committee to begin with. They should understand the organizations that they represent and they should have some credibility among their constituencies.

The representatives of each constituency might want to caucus with their own leadership to establish or articulate their own priorities, requirements, and/or regulations that they think might affect the planning process. It would be very helpful, but not necessary, to have written statements that could be shared by the entire committee. The statements need not be definitive, but they should alert the committee members to the concerns and obstacles that they will have to address.

Where it is practical, copies of extant material covering local and state inservice education should be made available to all committee members. Sometimes folklore develops about what can and what cannot be done, and all the discussion in the world serves no useful purpose unless the source can be properly documented.

An example of what might be the Teacher Corps priorities, requirements, and requlations is presented on the following page. This listing should be revised and added to in light of the present knowledge and understanding of the role and mission of Teacher Corps.

PRIORITIES, REQUIREMENTS, AND REGULATIONS

TEACHER CORPS: AN EXAMPLE

PRIORITIES:

1. To strengthen the educational opportunities available to children in areas having concentrations of low-income families.
2. To encourage colleges and universities to broaden their programs of teacher preparation.
3. To initiate federal, state and local collaboration for change in local institutions.
4. To have the community play a role equal with the school and the institution of higher education in governing projects.
5. To develop school-based experiences and teacher education.
6. To increase and strengthen multi-cultural education at all levels.

REQUIREMENTS:

1. The program must focus on the staff of a single school or a department of a large high school.
2. The program must be field based.
3. Teachers must be involved in the program planning and implementation.
4. The program must be coordinated with the preservice program of Teacher Corps interns.
5. The program should assist teachers in improving their diagnostic and prescriptive skills.

REGULATIONS:

1. All materials purchased become the property of Teacher Corps.
2. No funds can be used to pay local teachers for doing their normal work assignments.
3. All funds used must be approved by the director of the project.
4. All materials developed through the efforts of the project are in the public domain.
5. Budget allotments cannot be changed without approval of National Teacher Corps.

A worksheet has not been prepared for this task. It was assumed that only a few lists would have to be prepared. Additional lists of priorities, requirements and regulations can be found in the "Resource Guide" which is part of the planning materials.

Evaluation:

The process of generating indicators for the evaluation instrument is similar to that in the previous tasks. Members of the Planning Committee would be asked to comment on certain prepared indicators, and then to suggest additional indicators which would meet their particular needs or concerns. A worksheet is provided.

EVALUATION WORKSHEET IV: Priorities, Requirements, and Regulations

What would you think of the following being used as indicators of whether or not a plan for inservice education took into account necessary priorities, regulations and requirements of the participating groups or agencies:

1. There is evidence in that each of the participating groups or agencies considered both the benefits and liabilities of the proposed plan.

2. The plan is consistent with known rules and regulation of the State Office of Education.

3. The stated purposes of the plan are directed towards the improvement of educational opportunities of children from low income families (Required in some federal grants).

4. The plan calls for community participation.

5. The plan involves community people in its evaluation phase.

Comments: _____

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What would you suggest for additional indicators: _____

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TASK V: NEEDS ASSESSMENT

Participants: Planning Committee

Overview

A primary responsibility of the Planning Committee is to conduct an appropriate needs assessment for use in establishing long and short range goals for the inservice program. It cannot be overemphasized that the development of the needs assessment will be an extremely critical phase of the planning process. The procedures and instruments used in the needs assessment will have a very strong directive influence on the scope of the entire project.

The committee needs to be aware, from the very start, that their choice of instruments, the selection of respondents and the method of sampling will reflect a whole spectrum of biases and preconceptions regarding the present conditions of inservice and the need of change. It is not suggested that this could be otherwise, but it is important to realize how much the values involved in the selection of procedures will effect data base from which the goals and priorities are to be determined.

The Planning Committee must decide three basic questions, keeping in mind the political and social implications of the answers:

1. What is to be assessed? ... Pupil achievement? Pupil concerns? Teacher concerns? Teacher skills? Parent priorities? ... What is to be assessed?

2. Who is to do the assessment? ... Teachers? The Planning Committee? Consultants? An ad hoc group? ... Who is to do the assessment?

3. How will the assessment be done? ... Interviews? Review of extant data? Testing? Questionnaires? ... How will the assessment be done?

There is no simple, or even preferred, response to these questions. They each embody issues that must be raised and resolved.

Procedure:

Experience has shown that many, if not most, practicing teachers and other professional staff members have a very limited knowledge of needs assessment. It is suggested that the Planning Committee set aside at least one meeting to discuss the topic.

The reading of the needs assessment material from the Washington West School District/Teacher Corps contract[1] might provide a good starting point for the group. A more comprehensive study of the topic is being prepared by Robert Houston, and should be available through Teacher Corps in the Fall of 1978.

No particular worksheets are provided for this task, but the evaluation worksheet which is provided could be used to stimulate group discussion on the topic.

Evaluation:

An evaluation worksheet is provided. It could be used at the conclusion of the discussion on needs assessment, or as suggested above, it might be used to introduce the discussion on the topic. In the latter case, it should not be completed until after the discussion has been completed.

[1] Needs Assessment, in Resource Guide for Inservice Teacher Education Western Washington School District and Teacher Corps, Washington West, Vermont, 1977, pp. 22-52.

[2] Needs Assessment, Robert Houston, Teacher Corps, Washington, D.C. Fall 1978, in press.

EVALUATION WORKSHEET V: Needs Assessment

What would you think of the following being used as indicators of whether or not an inservice plan took into account the necessary concerns for a proper needs assessment:

1. The needs assessment included data on pupil progress towards school goals.
2. The needs assessment include responses from each teacher.
3. The needs assessment included indications of the parental aspirations for their children.
4. The needs assessment include input from the students themselves.
5. The needs assessment include input from the community including none parents.
6. The needs assessment include topics other than academic acheivement.

Comments: _____

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What would you suggest for additional indicators: _____

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TASK VI: LONG AND SHORT TERM GOALS

Participants: Planning Committee

Overview:

At the time this task is done by the Planning Committee, they will be aware of the tentative definition of inservice education that has been developed for the program, as well as some notions of the priorities, requirements and regulations of the participating agencies. With these things in mind, the Planning Committee must examine the data from the needs assessment and formulate some goals for the inservice program.

It is at this point that reality must be faced. The Planning Committee must face the issue of what should be as compared to what could be. Sometimes the needs revealed in the assessment are items that can simply be met without any particular training or costs. When this seems to be the case, the Planning Committee should approach the Policy Board with specific recommendations for changing these items and let the responsibility for implementation rest with the Policy Board and the participating agencies.

In other cases, the recommendations will fall beyond the purview of the Planning Committee and the inservice program, and it would be appropriate to have no recommendations or action. The Planning Committee, with consultation from the Policy Board and the participating groups, will have to address these questions on a one to one basis.

Then there are those needs which do fall within the purview of the Planning Committee. The committee must establish some priorities and the scope of the activity to be undertaken in each area to be serviced by the inservice program. Consultation with participating agencies will be

essential, and everyone will have to understand that there will be a limited range of resources available.

The Planning Committee will then establish some short and long term goals for each of the critical areas that they think might be addressed by the inservice program. The idea is that once the goals have been accepted by the teachers and the Policy Board, the Planning Committee will establish a set of task forces which will be charged with developing programs to meet the goals.

Procedure:

The Planning Committee will have to determine what might be the best political or economical way of handling the prioritization procedure. From the data collected up to this point in the planning process, certain priorities and needs will undoubtedly be evident, but it will be difficult to arrange them in such a way as to meet the requirements of all participants, whether it be groups or individuals.

The following alternatives seem available to the Planning Committee:

a. The Planning Committee could assume responsibility for establishing the goals through discussion and voting of the membership of the committee itself. The committee members could consult with their constituencies, but this would be informal at this stage of development of the inservice plan.

b. The Planning Committee could develop a list of identified needs, and request that each participating group establish their own lists of priorities based on the list. The priority lists of the group would then be compared by the Planning Committee, and a composite list prepared for the guideline document to be presented to the teachers and the Policy Board.

c. The Planning Committee could develop needs lists which are most appropriate to each of the participating groups, and then each group would caucus and prioritize its list of needs. The Planning Committee would then consolidate the needs into a master listing, or allow each group to retain its own listings. In the latter case, separate task forces might be established to deal with the priorities of the identifiable groups. (It might be noted that it is very likely that teachers in different buildings and from different grade levels would have much different priorities, and would want to prepare inservice programs that are addressed to their local school needs, rather than district wide.)

No specific worksheets or planning guides are provided for this task.

Evaluation:

An evaluation worksheet is provided. It could be used as a basis for developing some discussion on the topic among the Planning Committee.

EVALUATION WORKSHEET VI: Long and Short Term Goals

What would you think of the following being used as indicators of whether or not the inservice planning took into effect the development of long and short term goals:

1. Long term goals are specified in the inservice plan.
2. The long term goals could not be acheived in a period of one year or less.
3. The short term goals are easily identified with the long term goals.
4. The short term goals could be met within the period of time suggested in the plan.
5. The long and short term goals are consistent with the data from the needs assessment.

Comments: _____

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What would you suggest for additional indicators: _____

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TASK VII: RESOURCES

Participants: Planning Committee

Overview:

The haphazard planning for inservice education has been matched by an equally haphazard funding arrangement. In some parts of the country the only source of funding is the tuition paid by the individual teachers for the courses and workshops they participate in. In other areas, the local school districts or state organizations offer great varieties of program from year to year. In general, the pattern of support is as fragmented as the programs.

The purpose of this activity is to have the planning committee establish the kinds of resources that could be available to the task force and the teachers for their inservice program. It should be understood that many of these resources are only available with some strings attached or requirements that must be met. It is reasonable to assume that some resources might be reallocated based on the comprehensive plan that the committee will be formulating, and therefore all resources that are potentially available should be included in the data collection. It should also be understood that the resources need not be merely dollar amounts that are being contributed, but all kinds of contributions should be specified.

Here again, the value of the experience and credibility of the membership of the Planning Committee is critical. If the Planning Committee is truly representative of their constituencies, and if they can influence their groups, then the resources available to the groups will become available to the inservice program. The decisions for making resources

available are more political than professional, and they should be approached in that manner.

Procedure:

This task will have to be done by the representatives from each of the groups or agencies that are involved in the planning process. The basic idea is to have each agency respond to a set of questions that will give the Planning Committee some information to work with. Two illustrative examples of worksheets that might be used can be found on the following pages. There is a worksheet for the local school district and a worksheet for a participating college or university.

The Planning Committee could review both worksheets, and revise the questions to suit their purposes. The committee would have to produce similar worksheets for other agencies and groups that might be in a position to contribute resources to the program. It may be that the Planning Committee will want to survey the resources that might be contributed by the individual teachers. If this is to be done, it is suggested that they be asked not what they will contribute, but rather what they have contributed in previous inservice programs. A worksheet for this purpose is also included.

Evaluation:

The same procedure as before. The Planning Committee will decide on the most appropriate time to complete the worksheet.

WORKSHEET VII: RESOURCES - LOCAL SCHOOL DISTRICT

The following form should be completed by someone from the school district's administrative staff. The questions are all phased in qualitative terms, but where possible quantitative responses would be more useful to the Planning Committee.

1. Has the school district contracted with the teachers for any time that can be used for inservice education?

2. Is it possible that teachers could be released from their regular classroom assignments for inservice education?

3. Could inservice education be a budget item for the school district?

4. Can the school district supply the teachers with instructional materials for inservice?

5. Can the school district pay for tuition for teachers attending inservice classes?

6. Are there district materials and supplies that could be used as part of an inservice program?

7. What district personnel is available for the inservice program - both professional and support?

8. What consulting services are available to the teachers through the school district?

9. Are there funds available for travel from the school district budget?

10. Is there money available for conferences or workshops for district staff?

11. Is there money available to pay teachers for training which involves time other than what they have contracted for?

12. Is there administrative personnel available for coordinating the inservice activities?

WORKSHEET VII: RESOURCES - PARTICIPATING COLLEGE OR UNIVERSITY

The questions below should be answered by a representative or group of representatives of any college or university that is participating in the planning process. The questions are thought to be a comprehensive but not exhaustive list.

1. Does the college have any resources that it can contribute to the inservice program?

2. If the college were to offer courses for teachers, what would be the necessary conditions - honorarium, tuition, fees, etc.?

3. What present courses or workshops are available to the school district and/or teachers?

4. Can the college provide consultant help?

5. What instructional materials are available through the college that might be useful in an inservice program?

6. What facilities does the college have that might be utilized?

7. What support services are available that might be useful?

8. Can the college develop specific courses or workshops for teachers?

9. Under what conditionss are college resources available to individual teachers? to school districts?

WORKSHEET VII: RESOURCES - PROFESSIONAL STAFF

The whole question of who has been paying for inservice education and/or staff development has not been resolved over the years. The situation varies from one school to another, and in some cases from one teacher to another. What we would like you to do in this exercise is to check off the sources of funds and materials that you have used for your own inservice or professional development in the past five years. If you have not been teaching more than five years, just use the time since you completed your undergraduate degree or initial certification.

Check each appropriate space:

_____ 1. Personal Funds

- _____ A. Time
- _____ B. Books
- _____ C. Tuition
- _____ D. Materials/Supplies

_____ 2. School District Funds

- _____ A. Time
- _____ B. Books
- _____ C. Tuition
- _____ D. Materials/Supplies
- _____ E. Released Time
- _____ F. Consultants (District Employees)
- _____ G. Consultants (Special Contract)
- _____ H. Travel
- _____ I. Registration Fees at Conferences
- _____ J. Per Diem

_____ 3. State Funds

- _____ A. Books
- _____ B. Tuition
- _____ C. Materials/Supplies
- _____ D. Consultants
- _____ E. Travel
- _____ F. Registration Fees
- _____ G. Per Diem
- _____ H. Stipend
- _____ I. Released Time

_____ 4. Federal Funds

- _____ A. Books
- _____ B. Tuition
- _____ C. Materials/Supplies
- _____ D. Released Time
- _____ E. Consultants
- _____ F. Travel
- _____ G. Registration Fees
- _____ H. Per Diem
- _____ I. Stipend

EVALUATION WORKSHEET VII: Resources

What would you think of the following being used as indicators of whether or not an inservice plan or planning process took into account the various available resources

1. The school district is willing to supply resources for the inservice program.

2. The professional staff is willing to supply resources to the inservice program.

3. The school district budget includes specific funds for inservice education.

4. State resources are available for the inservice program.

5. The resources available for the inservice program are adequate.

6. The procedure for allocating the resources for the inservice program are fair and consistent.

Comments: _____

_____

_____

_____

_____

_____

What would you suggest for additional indicators: _____

_____

_____

TASK VIII: LOCAL INSERVICE GUIDELINES

Participants: Planning Committee

Overview:

Although the Policy Board and the school staff has had numerous opportunities to provide input and feedback in the planning process up to this point, it has been limited to specific elements or ideas. It is the purpose of the task to draw together all the information collected so far and to present it for review and approval. The document will be called "Local Guidelines Inservice".

This document should provide sufficient direction to the task forces designing the inservice program that they should produce viable programs. The document should also clarify for the participants their own roles in the intended plan. The next activity following the guidelines will be a task in which the teachers will indicate how they might prefer to participate, and this will be followed by a data collection procedure which should establish the incentives that will be most likely significant.

Before proceeding with this task, the previous tasks need to be completed and the data available in usable form. The more agreed upon copy covering the various elements described to this point, the quicker the task will be accomplished.

Procedure:

It is highly likely that one person will be called upon to write a draft of the guidelines. The draft would then be reviewed by the Planning Committee, and time provided for view by the participating groups represented on the Planning Committee. After review and revision, the

guidelines would be presented to the professional staff for review and approval, and then to the Policy Board for final approval.

The following headings might be included in the final document:

1. Definition of Inservice Education
2. Governance Structure for Task Forces
3. Priorities, Requirements and Regulations
   - A. Local School District
   - B. Local College or University
   - C. Local Teachers' Association
   - D. State Regulator Agencies
   - (E. Funding Agency - If Appropriate)
4. Priorities for Program Based on Needs Assessment
5. Resources Available
   - A. School District
   - B. College
   - C. Teachers' Association
   - D. State
   - (E. Funding Agency)

No particular forms or worksheets are provided for this task.

Evaluation:

No activity specified.

CHAPTER IV

Clarifying Professional Staff Participation

In the sequence of tasks that is being recommended in this process guide, the Planning Committee will present its "Guidelines for Inservice Education" to the professional staff for review, comments, and approval. There may be some need for revisions before there is approval, but once it is approved, the guidelines should then be presented to the Policy Board for ratification.

Meanwhile, the professional staff, having some idea of the scope and purposes of the inservice program is in a position to express some of the conditions under which they will be willing to work or contribute to the program. The next two tasks are suggested as a means of clarifying the role of the professional staff in the program being developed. The tasks could be done earlier in the sequence of events, but it seems like a good idea to provide the general staff with some direct input at this point in the planning process.

TASK IX: ROLE OF TEACHERS

Participants: Professional Staff

Overview:

At this point in the planning process, the professional staff will have had at least some knowledge of the guidelines, and may have voted their approval in some form or other. It is the purpose of this task to have the professional staff clarify what their own roles will be in the training process. This task could be done earlier in the sequence, and may be if the Planning Committee finds it advantageous, but it has been left to this point so that they will have a better overall view of what might be happening in the inservice program. The professional staff may want to assume a particular role if the inservice is going to be primarily concerned with curriculum development, and a quite different role if the program will center on refinement of teaching skills and strategies.

Basically, there are two approaches to inservice that seem to influence teacher roles. If the inservice is to develop individual skills and competencies, then the program will focus on training, practice and feedback. If the inservice is designed to group or school wide activities, then the focus will be on interpersonnel skills, group problem solving and collaboration. In the former case, the individual teacher will assume a role more closely related to that of student, while in the latter case the teachers assume roles as problem solvers. These are perfectly legitimate roles, as are a variety of other possibilities. What is important in the clarification of roles is that the professional staff have some say in defining their own role in terms of the proposed guidelines, and that the roles be supportive and consistent with the general purposes of the

inservice program.

Procedure:

The general idea behind this activity is to get some information on how the teachers would picture themselves in the inservice program with relationship to specific goals. The activities require a listing of program goals. These would ordinarily be prepared for the inservice guidelines.

The following procedures are suggested:

a. The teachers might meet in small groups, as part of a general meeting or at times convenient to the groups. They would review the local inservice guidelines as prepared by the Planning Committee, and then discuss how they might see themselves in an instructional setting related to the goals. After a discussion of each goal, each individual would check the appropriate square the worksheet provides - Worksheet IXa. The papers would be collected and tabulated for the Planning Committee.

b. The teachers might individually be provided with the worksheet and asked to return them anonymously.

c. Small groups of from five to ten professional staff members would meet and prioritize their instructional options under each goal. The prioritized lists would be submitted to the Planning Committee. The small groups could be organized along grade level, subject matter areas, by role group, or simply by convenience. The Planning Committee would make this decision.

Evaluation:

The evaluation procedure is the same as before; each teacher or member of the professional staff would be provided with the worksheet at a time that seems appropriate to the Planning Committee. The completed worksheets would be forwarded to the individual or group that is responsible for preparing the evaluation instrument.

WORKSHEET IXa,b: Role of the Teacher

On the accompanying sheet, or in the "Inservice Guidelines," is a list of the goals for the inservice program being planned. We would like you to indicate below which type of instructional program you would be willing to participate in with respect to the specific goals. You may indicate more than one choice, but if you do, place a "1" next to your first choice. You may have different choices under different goals, and you may elect no choices if you feel that you will not be interested in working towards a particular goal.

INSTRUCTIONAL FORMAT	GOALS 1	2	3	4	5	6	7	8	9
1. On-campus College Course									
2. On-site College Course									
3. College Sponsored Workshop									
4. School District Sponsored Workshop									
5. Professional Group Sponsored Workshop									
6. Extended Faculty Meetings									
7. Organized Field Trips									
8. Summer School Course									
9. Summer School Workshop									
10. A Teacher Exchange Program									
11. A Self-study Program									
12. Statewide Conference									
13. Professional Group Conference									

WORKSHEET IXa,b: Role of the Teacher
Page 2

INSTRUCTIONAL FORMAT	GOALS 1	2	3	4	5	6	7	8	9
14. Informal Discussions with Colleagues									
15. Individual Help from School Consultants									
16. Classroom Observations									
17. Consultations with Outside Expert									
18. Training Program Presented by a Consultant									
19. A Seminar by a Consultant									
20. A Conference Course with a College Professor									
21. A Task Force of Fellow Teachers									
*22.									
*23.									
*24									
*25									
*26									

*Alternatives of your own chosing.

EVALUATION WORKSHEET IX: Role of Teachers

What would you think of the following being used as indicators of whether or not an inservice plan adequately provided for teachers to assume different roles according to their training and present level of skill and knowledge in a particular area:

1. The inservice plan provides a variety of instructional formats for teachers to chose from.

2. The instructional program is consistent with the roles teachers are willing to assume.

3. Teachers are provided with the option of not participating in the instructional program.

4. Teachers are recognized as teachers of teachers in the inservice program.

5. Provisions are made in the inservice program for individualized approaches to be developed by the professional staff.

Comments: _____

_____

_____

_____

_____

What would you suggest for additional indicators: _____

_____

_____

_____

TASK X: INCENTIVES

Participants: Teachers

Overview:

It is clear that teachers must willingly participate in any inservice program if it is to be effective. Teachers, like anyone else, will respond more favorably to an activity if they see in it some payoff or advantage. This is not stated in a negative way; the payoff need not be selfish or motivated by fear of reprisal. Teachers have only a limited amount of time, and they realize that there are limited resources available. The purpose of this activity is to see what might be the preferences for incentives in the proposed inservice program.

The incentives may indeed effect the type of program that is planned. An experienced staff which are at the top of their salary scale are very likely not to want to take courses or workshops which involve academic credit. It is of little value to them. On the other hand, if a school district has a fair number of new teachers, they might be required to take some "credit" courses for their certification and they will be doing it whether or not there is credit associated with their inservice program.

There are any number of teachers who are looking for some way to facilitate the learning in their classroom, and the possibility of more instructional support or materials as an outgrowth of their inservice program could be the key to their involvement.

Procedure:

Although there may be reasonable options, this activity is viewed as one that might best be done on an individual basis. The professional staff should be provided with the worksheet, modified to meet local conditions, and directed to return the sheet, anonymously, to a ballot

box. There might be a check-off sheet next to the ballot box on which the respondent indicates that he/she has returned the form. This procedure encourages participation.

Evaluation:

This could be handled in the same way as the data collection procedure. The evaluation worksheet could be returned at the same time.

WORKSHEET X: INCENTIVES

Motivation and rewards are essential elements of any education activity. Inservice programs are no exception. The immediate demands of your own teaching assignment frequently overshadow all other demands on your time. What we would like to find out is the rewards or motivations which you perceive as most attractive in your past and present experience.

From the list that follows select those items which you think motivated you in your own inservice program in the past five years. The items are not mutually exclusive, and may even be redundant, so check as many as might apply. If you could select one as the most significant, place an "*" next to it.

_____1. Personal Satisfaction	____13. Increased Instructional Support
_____2. Certification Requirements	____14. New Skills
_____3. Professional Recognition	____15. Personal Goals
_____4. Preparation for a New Position	____16. Needs of Students
_____5. Requirements for Present Position	____17. Inservice Credit
_____6. Overcoming an Identified Weakness	____18. Graduate Credit
_____7. Keeping up with the "Joneses"	____19. Advanced Degree
_____8. Need for Academic Stimulation	____20. Job Security
_____9. Released Classroom Time	____21. Stipend
____10. Required Staff Project	____22. Job Senority
____11. Salary Increase	____23. Social Activity
____12. Instructional Materials	____24. Other: Please Specify

_____

Considering the definition for inservice developed as part of this planning process, select the three items from the above list that you think might be the most desireable to you in any inservice project in the near future.

____First Choice ____Second Choice ____Third Choice

How many years of teaching experience do you have? ____

What type of certification do you presently have? _____

What degrees do you hold? _____

EVALUATION WORKSHEET X: Incentives

What would you think of the following being used as indicators of whether or not an inservice plan provides sufficient incentives for professional staff participation:

1. The inservice plan provides that time can be set aside within the regular school day for teachers participation.

2. There is provision within the inservice plan to release teachers from their regularly assigned duties.

3. The inservice program allows teachers and other professional staff to earn credits that will be counted on the salary scale.

4. The inservice plan provides for course work that may be applied towards the continuing certification of the professional staff.

5. The inservice program should provide the professional staff with a feeling of satisfaction and accomplishment.

6. There is sufficient incentive in the inservice program to assure continued participation of the professional staff.

Comments: _____

_____

_____

_____

What would you suggest for additional indicators: _____

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_____

_____

CHAPTER V

Developing the Inservice Plan

Once the "Guidelines for Inservice" are approved, the Planning Committee recommends to the Policy Board a number of task forces that will develop the actual inservice program. Usually there would be a task force for each of the major goals in the guidelines.

The task forces design their components of the inservice program, and make their recommendations to the Planning Committee. The Planning Committee then assembles the various proposals and develops the comprehensive inservice program. It is very likely that different components or proposals from the task forces will be competing for the same resources. The Planning Committee will have to make some tentative priorities for the allocation of resources, and some judgements on the feasibility of each set of recommendations.

Concurrent with the development of the plan would be the development of the instrument for evaluating the plan. The evaluation may be done by the Planning Committee, or the entire professional staff, but it should be done prior to submission of the plan to the Policy Board for final approval.

TASK XI: PROGRAM OBJECTIVES

Participants: Task Forces

Overview

Once the inservice guidelines have been approved by the professional staff and the local Policy Board, then task forces are to be determined to prepare inservice plans for one or more of the objectives identified in the inservice guidelines. The Planning Committee, in consultation with the Policy Board, will specify the composition of the task forces, and make the necessary arrangements for participation.

The idea is that the task forces will need to have as members those individuals who are most likely to have the expertise required of the task, or who are in a position to acquire the expertise that is needed. The composition of the task forces will clearly be a local option, and they will be responsible to the Planning Committee in all cases. The composition of the task forces need not be representative of all participating agencies or constituencies, but wherever possible, some representation of each of the major groups, if only in an advisory capacity, would be recommended.

The initial task of the task force will be to establish some specific objectives which would make the general goals presented in the guidelines and present them as specific program objectives.

Procedure:

No procedures are recommended for the establishment of the specific objectives. It is recommended that at least some member of each task force be a member of the original Planning Committee, and that as much of the information available to the Planning Committee be made available to the

task force. Particular attention should be made to providing the information from Tasks IX and X because they were not a part of the data available at the time the inservice guidelines were developed - at least not in the sequence of tasks suggested in this planning guide.

It may be necessary for the task forces to establish some rapport within the group. It may be possible that the group would work through one or more of the interpersonal relation or group problem solving activities presented in the "Resource Guide" which accompanies this guide.

The task forces may want to review the inservice plans presented in the "Resource Guide" in order to get some indication of the form the final report they will produce will look like.

Evaluation:

The evaluacion procedure is the same as before, but this time it will be done by the members of the task force(s).

EVALUATION WORKSHEET XI: Program Objectives

What would you think of the following being used as indicators of whether or not an inservice plan or planning process had developed a suitable set of program objectives:

1. The specific teaching skills that are to be taught in the instructional program are consistent with the program objectives.

2. The program objectives are stated in measureable terms.

3. The program objectives are consistent with the general goals of the inservice program.

4. The criteria associated with the achievement of the objectives are clearly stated.

5. The plan for monitoring the progress of teachers described in the plan is consistent with the objectives of the plan.

6. The resources available are adequate for meeting the program objectives.

7. The time provided in the inservice program is sufficient to allow individuals an opportunity to meet the program objectives.

Comments: _____

_____

_____

What would you suggest for additional indicators: _____

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_____

_____

TASK XII: PROGRAM METHODS AND CONTENT

Participants: Task Forces

Overview:

At this point in the planning process, the issue that must surface is what is possible. All the data is in, and the mandates and constraints have been clarified and articulated. What kinds of activities are possible and at the same acceptable to all the constituencies that are involved?

There, of course, will be the tendency to revert to known and experienced procedures. It may be that a one-day workshop, or a series of faculty presentations at building meetings will get the job done. Fine, but is there something that would be more exciting, more invigorating and have a greater impact on the goal and meet the objectives specified in Task XI.

A program that incorporates all the elements of previous inservice may bring with it all the attitudes and feelings associated with the past programs. If these are positive and constructive, all well and good, but in most cases some change will be welcomed, and in some situations some change will be necessary if a program is to be truly successful.

Each task force should propose at least one activity for the professional staff. There might be levels of participation, and there may be options for different client groups within the professional staff. Aides and volunteers may or may not benefit from the same instructional program as the certified staff.

Procedure:

No specific task is being suggested. The construction of the instructional program will have to be done by the group coming to some

agreement on what is possible considering the alternatives available to them. They might keep in mind that one program will not resolve any major problem, but whatever is done should be initiated with the expectation that things will be better at the conclusion of the program than before. A minor success can lead to greater expectations and greater gains in the future. Judgment is critical at this point.

The task force should pursue not only the idea of a program, but the actual logistics as well. A budget should be proposed and key people identified for whatever roles are required. If possible, a tentative time schedule should be prepared. The more details that can be provided the easier it will be to have the program reviewed, and the greater will be its chances of approval by the teachers and the Policy Board.

The report to be completed on the program methods and content might include:

1. A description of the instructional content.
2. An indication of the instructor(s) or facilitators.
3. A timetable of likely events.
4. A budget indicating potential sources of resources.
5. Alternative procedures that might achieve the same end.

Evaluation:

The evaluation procedure is the same as before; the participants are the members of the task force(s).

EVALUATION WORKSHEET XII: Program Method and Content

What would you think of the following being used as indicators of whether or not an inservice plan or planning process provide suitable methods and content:

1. The Professional staff was adequately represented on the task forces that determined the instructional program for the inservice program.

2. The inservice plan provides alternative modes of training for teachers.

3. The inservice plan invites teachers to set their own goals and procedures for increasing their skills and competencies.

4. The specific content of the instructional program is directly related to the needs of students.

5. The inservice program is such that teachers will have the opportunity to practice the skills and behavioral they are learning with some means of evaluation and feedback being provided.

6. The program methods are consistent with available resources.

7. There are provisions in the procedures for the inservice program for the professional staff to assess its own progress.

Comments: _____

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What would you suggest for additional indicators: _____

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TASK XIII: ALTERNATIVES

Participants: Task Force

Overview:

Teachers are accustomed to providing for their own career development on an individual basis. Although the professional staff of a school will participate in group activities and attend classes and workshops, the main component of their career development is what they choose to do privately and without institutional support.

With this in mind, it is highly recommended that every inservice program provide some means for the individual teacher to work on his own skill development and professional growth on an independent basis. There should be an option which will allow the professional staff to receive support and encouragement to improve the educational opportunities available to their students, without their involvement in activities which might interfere with other aspects of their life.

Professional people often have legitimate outside interests which make heavy demands on their time and require that they keep certain hours free and clear. Others are already highly skilled and competent in certain areas, so that it would be wasteful to have them participate in activities designed for the less qualified individual. Then there is the simple matter of preference in learning styles. In any case, teachers should be provided the option of proposing some plan that will accomplish the same objectives developed and specified through Tasks XI and XII.

Procedure:

No specific procedure is recommended for tending to this task. It will be up the task force to determine what might be a reasonable approach

to individualizing the instruction. In the "Resource Guide" which is part of the materials for the planning process, there are several examples of individual contracts that might be of interest to members of the task force. Some of the contracts are for informal agreements arrived at between a teacher and an inservice coordinator, and others are for more formal arrangements that might be made between a teacher, and inservice coordinator and a member of the college faculty.

It is highly likely that each project or program will develop its own forms for contracts or individual study plans.

Evaluation:

The evaluation procedure is the same as before; the participants are the members of the task force(s).

EVALUATION WORKSHEET XIII: Alternatives

What would you think of the following being used as indicators of whether or not an inservice plan provided for alternatives that met the needs of individual teachers or members of the professional staff:

1. All professional personnel can participate in the inservice plan on an individual basis.

2. The inservice plan allows for professional plan to organize their participation according to their own schedule.

3. The inservice program will allow the professional staff the opportunity to work at their own pace.

4. The inservice plan provides for those teachers who already have advanced skills or competencies related to the topic.

Comments: _____

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What would you suggest for additional indicators: _____

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_____

TASK XIV: LOCAL INSERVICE PLAN

Participants: Task Forces

Overview:

The final task is the drawing together of all the materials into a single document which can be presented to the Planning Committee. This document will be the inservice plan for one portion of the total inservice program. It should be as detailed as possible, and include as many of the specifics of the proposed program as are available.

A copy of an inservice plan can be found in the "Resource Guide".

It is the responsibility of the Planning Committee to review all the plans from the various task forces, and present them to the professional staff for review and approval. Once approved by the professional staff, the plan(s) are forwarded to the Policy Board for final approval and implementation.

Procedure:

No specific procedure is recommended for this task. The actual writing of the document will probably be undertaken by one or two members of the task force. It is imperative that each member of the task force has an opportunity to respond to the document; and when possible, the opportunity to consult with their constituencies about the content of the proposed inservice plan.

Evaluation:

The overall evaluation plan, whether developed locally or used intact from the "Resource Guide", will be the evaluation of this task as well.

APPENDIX A

	Valid		Importance			Rating									
	Yes	No	Low 1	Mod. 2	High 3	No 1	2	3	Partially 4	5	6	7	Mostly 8	9	Totally 10